Pearson
BTEC

Mark Scheme (Results)

June 2022

Pearson BTEC Nationals
In Uniformed Protective Services (40888M)
Unit 2: Behaviour and Discipline in the Uniformed Protective Services

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications website at http://qualifications.pearson.com/en/home.html for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at http://qualifications.pearson.com/en/contact-us.html

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link:
http://qualifications.pearson.com/en/support/support-for-you/teachers.html

You can also use our online Ask the Expert service at https://www.edexcelonline.com You will need an Edexcel Online username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your learners at: www.pearson.com/uk.

June 2022
Publications Code 40888M_01
All the material in this publication is copyright
© Pearson Education Ltd 2022

Unit 2: Behaviour and Discipline in the Uniformed Protective Services

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks, if the learner's response is not rewardable according to the mark grid.
- Where judgement is required, a mark grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The mark grids have been designed to assess learners' work holistically.

Rows in the grids identify the assessment focus/outcome being targeted. When using a mark grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Section A

Question Number	Answer	Mark
1 a	Answers may refer to: • It promotes efficiency (1) • It shows respect for the senior officer (1) • To perform a task (1) • To achieve an objective (1) • To make the service efficient and disciplined (1) • It shows personal quality allowing for mutual respect (1) • To prevent mistakes (1) • To maintain safety / use equipment safely (1) • To maintain order (1) • To ensure he is fit for the job (1) Accept any other valid response.	1

Question Number	Answer	Mark
1 b	Award **one** mark for a reason and **one** mark for an explanation linked to the reason, up to a maximum of **two** marks. Answers may refer to: • Daniel may be subject to investigation (1) resulting in a suspension (1) • Daniel may be subject to disciplinary action (1) leading to a loss of job (1) • Daniel may get fired (1) for putting other people's lives at risk (1) • It could result in conflict within the team (1) which may lead to a lack of trust (1) • Daniel may be demoted (1) for failing to listen to a lawful order (1) • Daniel may have his pay reduced (1) as he is not doing his job efficiently (1) Accept any other valid response. Do not award marks for self-discipline.	2

Question Number	Answer	Mark
2 a	Answers may refer to: • pride • job satisfaction / sense of achievement • raised team spirit / morale • trust • motivation • belonging to a team • increased confidence • increased self esteem Accept any other valid response.	2

Question Number	Answer	Mark
2 b	Award **one** mark for a reason and **one** mark for an expansion. up to a maximum of **two** marks. Answers may refer to: • by maintaining his personal appearance and presentation (1) Daniel will show that he is adhering to the uniform code (1) • by maintaining full attendance (1) Daniel will show that he is reliable (1) • by performing his duties to the best of his ability (1) Daniel will show that he is committed to the team (1) • by following the rules without question (1) Daniel displays good personal conduct and behaviour (1) • by showing good timekeeping (1) Daniel will show that he is well prepared for the job (1) • by being efficient in his role (1) Daniel will show that he has adhered to the training (1) • by exhibiting a positive mental attitude (1) Daniel shows he is fully engaging with the rules / procedures (1) Accept any other valid response.	4

Question Number	Answer	
3	Responses may include the following. Explanation of conditioning: • classical conditioning • unconditioned response • conditioned response Application to Daniel • Daniel performed well and felt good about the report • If Daniel continues to receive positive reports, he will unconsciously associate this with good performance • Daniel will unconsciously continue to conform to demonstrate the behaviour he associates with the good feeling Accept any other valid response.	6
Level	**Descriptor**	
0 0 marks	No rewardable material.	
1 1–2 marks	• Demonstrates isolated elements of knowledge and understanding of relevant information; there will be major gaps or omissions. • Occasional evidence of application and links between relevant information; few of the points made will be relevant to the context in the question. • Displays a limited discussion that contains generic assertions rather than considering different/individual aspects and the relationship between them.	
2 3–4 marks	• Demonstrates some accurate knowledge and understanding of relevant information, with only minor gaps or omissions. • Evidence of application and links between relevant information; some of the points made will be relevant to the context in the question, but the link will not always be clear. • Displays a partially developed discussion that considers some different/individual aspects and some consideration of how they interrelate, but not always in a sustained way.	
3 5–6 marks	• Demonstrates mostly accurate and detailed knowledge and understanding of relevant information. • Evidence of thorough, detailed application and links between relevant information; most of the points made will be relevant to the context in the question, and there will be clear links. • Displays a well-developed and logical discussion that clearly considers a range of different/individual aspects and considers how they interrelate, in a sustained way.	

Question Number	Answer	
4	Responses may include the following. Hofling's Hospital Experiment of Obedience (1966): • Obedience of individuals when faced with orders from authority figures • Obedience out of fear / desire to appear cooperative • Passing on of responsibility to senior staff Application to Daniel: • Daniel has received instructions from a perceived authority figure, over the telephone • Daniel obeys the orders without question as he wants to be cooperative • Daniel may feel that he can pass on the responsibility for his actions to the Station Manager Daniel's lack of experience: • Hofling's experiments found that when the nurses had more experience, they were more able to defy the instructions confidently • Daniel is inexperienced and therefore unable to use his knowledge to defy the order Accept any other valid response.	9
Level	**Descriptor**	
0 0 marks	No rewardable material.	
1 1–3 marks	• Demonstrates isolated knowledge and understanding, there be major gaps or omissions. • Breaks the situation down into component parts and a few of the points made will be relevant to the context in the question. • Limited analysis that contains generic assertions rather than interrelationships or linkages.	
2 4–6 marks	• Demonstrates some accurate knowledge and understanding, with few minor omissions/any gaps or omissions are minor. • Breaks the situation down into component parts and some of the points made will be relevant to the context in the question. • Displays a partially developed analysis that considers some interrelationships or linkages but not always in a sustained way.	
3 7–9 marks	• Demonstrates mostly accurate and thorough/detailed knowledge and understanding. • Breaks the situation down into component parts and most of the points made will be relevant to the context in the question. • Displays a well-developed and logical analysis that clearly considers interrelationships or linkages in a sustained way.	

Section B

Question Number	Answer	Mark
5 a	• All members of the group work together • Everyone has an opinion / input Accept any other valid response.	1

Question Number	Answer	Mark
5 b	Award **one** mark for explanation and **one** mark for linked expansion, up to a maximum of **two** marks. Responses may include: • it encourages collaboration/teamwork (1) so the group works better together (1) • it facilitates problem solving (1) which leads to better solutions (1) • there will be a better variety of ideas (1) so the team is more efficient (1) Accept any other relevant examples.	2

Question Number	Answer	Mark
6a	Award **one** mark for explanation and **one** mark for linked expansion, up to a maximum of **two** marks. Responses may include: • accepting responsibility (1) for the outcomes resulting from your choices and actions / consequences (1) • taking ownership (1) of situations you are involved in (1) • taking responsibility / knowing it's your fault (1) so that you can fix it next time (1) • you hold yourself to blame for your actions (1) and want to fix them for next time (1) • owning up to your actions (1) because you have done something wrong (1) Accept any other relevant examples.	2

Question Number	Answer	Mark
6b	Award **one** mark for identification, **one** mark for explanation, and **one** mark for linked expansion, up to a maximum of **three** marks. Responses may include: • authoritarian (1) as decisions can be made quickly (1) so the situation does not escalate (1) • dictatorial (1) so that there is clarity within the chain of command (1) and the group knows who it needs to listen to (1) • situational (1) so that the leader can change the style of leadership (1) to adapt to how the team is working (1) Accept any other relevant examples. Do not accept democratic. bureaucratic or participative.	3

Question Number	Answer	Mark
6c	Award **one** mark for explanation and **one** mark for linked expansion, up to a maximum of **two** marks. Responses may include: • it encourages compliance (1) with reasonable and lawful requests (1) • it ensures accountability (1) across the organisation / services (1) • having a chain of command (1) increases effectiveness (1) • it ensures respect for people in authority (1) meaning orders will be followed (1) • without it there would be no rules or instructions (1) which could be dangerous (1) • it ensures discipline (1) so that the work is done accurately (1) Accept any other relevant examples.	4

Question Number	Answer	
7	Responses may include the following Stages of conflict: • prevention of escalation through problem solving / communication / cooperation • ground for common solution is lost, so interaction becomes hostile • behaviour becomes aggressive Application to Emma: • Emma can try to resolve the issues of the citizens through discussion and cooperation • if Emma is unable to resolve the conflict, the citizens may become hostile, which will increase the threat level • the citizens may become aggressive, which could put Emma and her group in danger Accept any other valid response.	6
Level	**Descriptor**	
0 0 marks	No rewardable material.	
1 1–2 marks	• Demonstrates isolated elements of knowledge and understanding of relevant information; there will be major gaps or omissions. • Occasional evidence of application and links between relevant information; few of the points made will be relevant to the context in the question. • Displays a limited discussion that contains generic assertions rather than considering different/individual aspects and the relationship between them.	
2 3–4 marks	• Demonstrates some accurate knowledge and understanding of relevant information, with only minor gaps or omissions. • Evidence of application and links between relevant information; some of the points made will be relevant to the context in the question, but the link will not always be clear. • Displays a partially developed discussion that considers some different/individual aspects and some consideration of how they interrelate, but not always in a sustained way.	
3 5–6 marks	• Demonstrates mostly accurate and detailed knowledge and understanding of relevant information. • Evidence of thorough, detailed application and links between relevant information; most of the points made will be relevant to the context in the question, and there will be clear links. • Displays a well-developed and logical discussion that clearly considers a range of different/individual aspects and considers how they interrelate, in a sustained way.	

Question Number	Answer	
8	Answers may refer to: Outline of the stages of the attitude-behaviour cycle/Betari Box • positive attitude encourages positive behaviour, which will influence others to behave and think in the same way • this will, in turn, be reflected back at the person who initially exhibited the positive attitude and behaviour • a negative attitude can lead to negative behaviour, which will influence others negatively • this will then be reflected back negatively at the initial person. Application to Emma: • by Emma having a positive attitude when dealing with this situation • her behaviour will have a positive impact on the citizens she is dealing with • and this should, in turn, improve the attitude of the citizens. Accept any other valid response.	6

Level	Descriptor
0 0 marks	No rewardable material.
1 1–2 marks	• Demonstrates isolated elements of knowledge and understanding of relevant information; there will be major gaps or omissions. • Occasional evidence of application and links between relevant information; few of the points made will be relevant to the context in the question. • Displays a limited discussion that contains generic assertions rather than considering different/individual aspects and the relationship between them.
2 3–4 marks	• Demonstrates some accurate knowledge and understanding of relevant information, with only minor gaps or omissions. • Evidence of application and links between relevant information; some of the points made will be relevant to the context in the question, but the link will not always be clear. • Displays a partially developed discussion that considers some different/individual aspects and some consideration of how they interrelate, but not always in a sustained way.
3 5–6 marks	• Demonstrates mostly accurate and detailed knowledge and understanding of relevant information. • Evidence of thorough, detailed application and links between relevant information; most of the points made will be relevant to the context in the question, and there will be clear links. • Displays a well-developed and logical discussion that clearly considers a range of different/individual aspects and considers how they interrelate, in a sustained way.

Section C

Question Number	Answer	Mark
9 a	• A belief that ability can be developed through hard work / dedication. • Wanting to improve Accept any other valid response.	1

Question Number	Answer	Mark
9 b	Award **one** mark for each explanation and **one** mark for extension, up to a maximum of **two** marks. Answers may refer to: • Individuals embrace challenges (1) instead of avoiding them (1) • Individuals persist to overcome obstacles (1) and do not give up (1) • Individuals see effort as an opportunity to master their skills (1) rather than a pointless exercise (1) • Individuals embrace criticism (1) rather than ignore it (1) • Individuals see making a mistake as an opportunity to learn (1) so they can grow from it (1) • Individuals are motivated to perform better (1) resulting in a favourable outcome (1) Accept any other valid response.	2

Question Number	Answer	Mark
10 a	Answers may refer to: • Relationship separation (1) • Financial pressure (1) • Chronic illness / injury (1) • Bereavement (1) • Social isolation / anxiety (1) • Discrimination (1) Accept any other valid response. Do not accept moving house as a social factor.	2

Question Number	Answer	Mark
10 b	Award **one** mark for identifying each solution, **one** mark for linked description, **one** mark for impact, up to a maximum of **three** marks. Answers may refer to: • removal of the cause of stress (1) which would allow Johnny to focus more on his work (1) enabling him to feel in control of the situation (1) • access to therapy (1) will give Johnny opportunities to discuss his issues (1) which will enable him to understand his behaviour better (1) • spending time with friends or family for support (1) would help Johnny find solutions to his problems (1) which will help him deal with the situation quicker (1) • Johnny could exercise more (1) which allows him to take his mind of the stress (1) so that he can focus better in work (1) • taking up meditation (1) which allows him to de-stress during the day (1) so that he can tackle one thing at a time (1) • creating a rota for the day (1) so that Johnny can plan ahead / manage workload (1) which will reduce the pressure (1) • taking time off work / going on holiday (1) so that Johnny has time to work on his mental health (1) and is more able to cope when he is in work (1) • Johnny could relieve stress by relaxing in his free time (1) this will help him to	6

	recuperate (1) and therefore improve his overall performance (1) Accept any other valid response.	

Question Number	Indicative content	Mark
11	Answers may refer to: Explanation of psychodynamic approach: • behaviour is determined by unconscious factors • personality is comprised of the Id, Ego and Superego • conflict between the three must be balanced to avoid defence mechanisms • candidates may refer to the iceberg analogy as part of their response. Application to Johnny: • Id – is the part of Johnny that wants to apply for a local government job because it is better paid and means he will not need to complete the course. • Superego – is the part of Johnny that wants to complete the college course and wait for a promotion. • Ego – Johnny needs to balance his thoughts and consider what is in his best interests. Consequences if Johnny is unable to resolve conflict in his mind: • repression • denial • projection Accept any other valid response.	9

Level	Descriptor
0 0 marks	No rewardable material.
1 1–3 marks	• Demonstrates isolated elements of knowledge and understanding of relevant information; there will be major gaps or omissions. • Provides little evidence of application and links between relevant information; most of the evidence is presented as basic description of information rather than as an assessment. • A judgement/judgements may be presented, but will be generic assertions rather than supported by evidence. • Demonstrates little or no evidence of logical reasoning, clarity and appropriate sector-specific language.
2 4–6 marks	• Demonstrates accurate knowledge and understanding of relevant information with only minor gaps or omissions. • Evidence of application demonstrating some links and interrelationships between factors, leading to a judgement/judgements being made.

	• A partial assessment is presented and the judgement/ judgements expressed are partially supported. • Demonstrates the use of logical reasoning, clarity, and appropriate sector-specific language.
3 7–9 marks	• Demonstrates accurate and thorough knowledge and understanding of relevant information. • Evidences thorough application containing clear links and interrelationships between factors leading to a judgement/judgements being made. • Displays a well-developed and balanced assessment leading to rationalised judgements. • Demonstrates the consistent use of logical reasoning, clarity, and appropriate sector-specific language.

Question Number	**Indicative content**	**Mark**
12	Answers should refer to: Maslow's hierarchy of needs: • biological needs • safety needs • social needs • self-esteem needs • self-actualisation Application to Johnny: • most basic needs must be met first: biological (food, water, shelter), safety (security and stability) and relationship • once these needs are met, esteem and self-actualisation will become priorities How working in the Uniformed Protective Services contributes towards Johnny's needs: • Johnny's safety needs are met through his secure job • Johnny's social needs are met through interactions with his colleagues and members of the public • self-esteem needs are met through attendance on a course that prepares him for promotion • Johnny is able to reach self-actualisation because his other needs have been met. Accept any other valid response.	12

Level	**Descriptor**
0 0 marks	No rewardable material.
1 1–4 marks	• Demonstrates isolated elements of knowledge and understanding of relevant information; there will be major gaps or omissions. • Provides little evidence of application and links between relevant information; most of the information is presented as basic description of information rather than as an evaluation. • A conclusion/conclusions may be presented but will be generic assertions rather than supported by evidence. • Demonstrates little or no evidence of logical reasoning, clarity and appropriate sector-specific language.
2	• Demonstrates accurate knowledge and understanding of relevant information, with a few minor gaps or omissions.

5–8 marks	• Evidence of application demonstrating some links and interrelationships between factors, leading to a supported judgement/judgements being made. • Displays a balanced evaluation demonstrating an awareness of different aspects and competing points, though not always in detail, leading to conclusions. • Demonstrates the use of logical reasoning, clarity and appropriate sector-specific language.
3 9–12 marks	• Demonstrates accurate and thorough knowledge and understanding of relevant information. • Evidences thorough application, leading to a balanced evaluation drawing clear, relevant links and interrelationships between factors. • Displays a well-developed, balanced and coherent evaluation demonstrating a thorough grasp and detailed consideration of different aspects and competing points, leading to fully supported conclusion(s). • Logical reasoning is evidenced throughout the response, which is clear and uses sector-specific language consistently.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom